

***California  
Commission on Teacher Credentialing***

***Meeting of  
May 7-8, 2003***

**AGENDA ITEM NUMBER:**           **PREP - 1**

**COMMITTEE:**                       **Preparation Standards**

**TITLE:**                               **Approval of Professional Teacher Induction Programs**

  **X**   **Action**

       **Information**

       **Report**

**Strategic Plan Goal(s):**

- Goal 1:**       **Promote educational excellence through the preparation and certification of professional educators**
- Sustain high quality standards for the preparation of professional educators
  - Sustain high quality standards for the performance of credential candidates

**Presented By:**       **Karen Sacramento and Cheryl Hickey**

**Prepared By:**

\_\_\_\_\_ **Date:** \_\_\_\_\_

**Cheryl Hickey**  
**Consultant, Professional Services Division**

\_\_\_\_\_ **Date:** \_\_\_\_\_

**Karen Sacramento**  
**Assistant Consultant, Professional Services Division**

**Approved By:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Margaret Olebe, Ph.D.**  
**Administrator, Professional Services Division**

**Approved By:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Beth Graybill**  
**Interim Director, Professional Services Division**

**Authorized By:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Dr. Sam W. Swofford**  
**Executive Director**



# **Approval of Professional Teacher Induction Programs**

## **Professional Services Division**

**May 7-8, 2003**

### **Executive Summary**

This item presents eight Professional Teacher Induction Programs recommended for approval by the appropriate review panel, according to procedures adopted by the Commission.

### **Fiscal Impact Summary**

The Professional Services Division is responsible for reviewing proposed induction programs, consulting as needed with external reviewers, and communicating with program sponsors about their program proposals. The Commission budget supports the costs of these activities and no budget augmentation is needed to continue program review and approval.

### **Policy Issues to be Addressed**

Should the Commission approve the Professional Teacher Induction Programs recommended for approval by staff?

### **Recommendation(s)**

That the Commission approve the eight Professional Teacher Induction Programs presented in this report.



# **Approval of Professional Teacher Induction Programs**

## **Professional Services Division**

**May 7-8, 2003**

Passage of SB 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998) resulted in significant reforms in California's teacher preparation and credentialing system designed to improve the preparation of K-12 teacher candidates. One of the most notable changes was the creation of a two-tiered teaching credential that established the completion of a standards-based induction program as a requirement for the Professional Clear Credential for the Multiple and Single Subject credentials.

In March 2002, the Commission adopted the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*. These standards established the expectations of the Commission, the State Board of Education, and the Superintendent of Public Instruction for BTSA-type induction programs and alternative induction programs sponsored by a college or university. The Commission and the California Department of Education jointly administer the Beginning Teacher Support and Assessment (BTSA) program. The two agencies continue to work collaboratively through a single review process for programs submitting documentation for initial approval as a professional program of teacher induction under SB 2042.

This report presents eight induction programs deemed to have met all of the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* by the appropriate review panel and, as such, are recommended to the Commission for approval.

### **Summary Information on Professional Teacher Induction Programs Recommended for Approval**

For the following proposed Professional Teacher Induction Programs, the program sponsors have responded fully to the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*. The review panel has judged that the program has met all applicable standards established by the Commission and recommends the program for approval by the Commission.

The eight programs of professional teacher induction being recommended for approval at this time are the:

1. El Dorado County Office of Education Beginning Teacher Support and Assessment Induction Program
2. Escondido Union School District Beginning Teacher Support and Assessment Induction Program
3. Modesto City Schools District Beginning Teacher Support and Assessment Induction Program
4. Napa County Office of Education Beginning Teacher Support and Assessment Induction Program
5. Peninsula New Teacher Professional Induction Program
6. Rialto Unified School District Beginning Teacher Support and Assessment Induction Program

7. Rowland Unified School District Beginning Teacher Support and Assessment Induction Program
8. Westside Union Beginning Teacher Support and Assessment Induction Program.

A brief description of each of these programs follows in the section below.

### **El Dorado County Office of Education Beginning Teacher Support and Assessment Induction Program**

The El Dorado County Office of Education Beginning Teacher Support and Assessment Induction Program is a collaborative that provides services to beginning teachers in El Dorado and Alpine counties. The consortium sponsors include 14 school districts, the El Dorado County Office of Education, and California State University, Sacramento. Participating teachers are employed in schools that range in size from 35 students at Grizzly Pines Elementary to 1,900 at Ponderosa High School.

Participating districts include: Alpine County Unified, Black Oak Mine, Buckeye Union, Camino Union, El Dorado Union High, Gold Oak Union, Gold Trail Union, Lake Tahoe Unified, Latrobe, Mother Lode Union, Pioneer Union, Placerville Union, Pollock Pines, and Rescue Union.

Established in 1998, the program serves approximately 80 beginning teachers annually and utilizes 57 trained support providers. The El Dorado County Office of Education BTSA program utilizes the California Formative Assessment and Support System for Teachers (CFASST) to provide an integrated system of support and assessment for participating teachers.

### **Escondido Union School District Beginning Teacher Support and Assessment Induction Program**

The Escondido Union School District Beginning Teacher Support and Assessment Induction Program is a single district program that includes among its partners the San Diego County Office of Education; the Escondido Elementary Educators Association; California State University, San Marcos; University of San Diego, and Chapman University. This K-8 school district, which enrolls 20,000 students, began its program in 1998. It currently serves all 20 schools throughout the district including 12 K-5 elementary schools, one K-2 primary school, one 3-5 elementary school, one K-8 school, four 6-8 middle schools, and the Nicolaysen Center for the severely handicapped children and state preschool.

The program currently supports 108 beginning teachers and utilizes the California Formative Assessment and Support System for Teachers (CFASST) to guide beginning teachers through a comprehensive professional development program.

### **Modesto City Schools Beginning Teacher Support and Assessment Induction Program**

The Modesto City Schools Beginning Teacher Support and Assessment Induction Program is a single-district program established in 1999 as a stand-alone program. Prior to that time, the district had taken part in the Stanislaus County Office of Education BTSA program.

The district strongly believes that it can best support new teachers by offering a coordinated and integrated program that is tailored to the district context and goals. Partnerships with California State University, Stanislaus, Chapman University, University of the Pacific, and nearby BTSA programs assists in the coordination of the program from teacher preparation through the induction experience. For its support providers, the program uses a combination of full-time release, part-time release, and after-school service to provide the most appropriate and timely support possible. The recognition and acknowledgement from principals of the high quality of the district's new teachers evidence the impact of the support provided by the program.

The California Formative Assessment and Support System (CFASST) and the California Standards for the Teaching Profession form the foundation for the support provided in the Modesto City Schools BTSA Induction Program.

Over the last four years, the program has served nearly 350 teacher participants. Currently, the program serves approximately 130 first- and second-year teachers.

### **Napa County Office of Education Beginning Teacher Support and Assessment Induction Program**

The Napa County Beginning Teacher Support and Assessment Induction Program, established in 1998 with a planning grant, began implementation during the 1999-2000 school year. This consortium consists of the five school districts in Napa County, the Napa County Office of Education, Chapman University, Sonoma State University, Pacific Union College, and the University of San Diego.

Participating school districts include Napa Valley Unified, Calistoga Joint Union, St. Helena Unified, Howell Mountain Elementary, and Pope Valley Union.

Since its inception, the program has served a steadily increasing number of Beginning Teachers, starting with 43 in 1999. The program currently serves 63 beginning teachers. Napa County BTSA utilizes the California Formative Assessment and Support System for Teachers (CFASST).

### **Peninsula New Teacher Beginning Teacher Support and Assessment Induction Program**

The Peninsula New Teacher Beginning Teacher Support and Assessment Induction Program, initiated as a stand-alone BTSA program in 2002-2003, grew out of the San Mateo New Teacher BTSA Consortium, which was established in 1998. The Peninsula New Teacher Induction Program, a partner of The New Teacher Center at the University of California, Santa Cruz, is a consortium that serves 19 districts and includes the San Mateo County Office of Education Special Education Program, Notre Dame de Namur University, and San Francisco State University.

Participating districts include: Belmont-Redwood Shores, Brisbane Elementary, Burlingame, Cabrillo Unified, Jefferson Elementary, Jefferson Union High, Laguna Salada Union, Las Lomas Elementary, Menlo Park City Elementary, Millbrae Elementary, Portola Valley Elementary, Ravenswood City Elementary, San Bruno Park, San Mateo Foster City, San Mateo Union High, South San Francisco Unified, San Carlos Elementary, and Woodside Elementary School District.

The districts serve a wide variety of student populations that are ethnically, linguistically and economically diverse. In 1998, the San Mateo County Office sponsored BTSA project started up with 50 beginning teachers and 4 school districts. In 2001-2002, the Project served 426 beginning teachers in 16 school districts; thus, growth has been rapid. Currently, more than 500 beginning teachers participate in the Peninsula New Teacher Induction Program which focuses on improving classroom practice and on developing reflective teachers who are responsive to the diverse cultural, social and linguistic background of all students.

In 2001-2002, the program formed a partnership with the New Teacher Center at the University of California, Santa Cruz and piloted the *Santa Cruz New Teacher Project's Formative Assessment System* which continues to be the assessment system utilized by the Peninsula New Teacher Project.

### **Rialto Unified School District Beginning Teacher Support and Assessment Induction Program**

The Rialto Unified School District Beginning Teacher Support and Assessment Induction Program is a single-district program currently serving 150 first- and second-year teachers in grades K-12. The Rialto Unified School District is located in metropolitan San Bernardino County and serves approximately 30,000 students. The district began implementation of its BTSA program in 1999.

To provide services for new teachers, the Rialto Unified School District BTSA Induction program collaborates with the Rialto Education Association, California State University at San Bernardino, the University of California at Riverside, California Baptist University, Redlands University, California Polytechnic University at Pomona, Claremont Graduate School, National University, and La Sierra University. Representatives from regional BTSA programs and from the departments of education of local universities meet regularly and collaborate to create a seamless "Learning to Teach" continuum for teacher preparation and induction in the region.

The Rialto Unified School District Beginning Teacher Support and Assessment Induction program uses the California Formative Assessment and Support System (CFASST) to guide participating teachers through their professional development in the induction program.

### **Rowland Unified School District Beginning Teacher Support and Assessment Induction Program**

Rowland Unified School District is a K-12 district with 21 schools serving 18,500 students. The Rowland Unified School District Beginning Teacher Support and Assessment Induction Program was established in 2002 and is currently serving approximately 70 beginning teachers. The program partners with California State Polytechnic University, Pomona; California State University, Fullerton; and the University of LaVerne. Also included are the Association of Rowland Educators, Association of Rowland Administrators, and Classified School Employee Association.

The Rowland Unified School District Beginning Teacher Support and Assessment Induction Program allows participating teachers the opportunity for extended, supported learning through application and reflection. The participating teachers receive guidance from professional development providers who have expertise in content and instruction.



## **Westside Union School District Beginning Teacher Support and Assessment Induction Program**

The Westside Union School District Beginning Teacher Support and Assessment Induction Program is in its fourth year of operation. It is a single-district program currently serving 26 participating teachers. Located in the northeastern corner of Los Angeles County, Westside Union School District is the county's largest elementary district geographically, spanning 360 miles comprised of both rural and suburban populations. The district serves diverse and often isolated areas within its boundary, meeting the needs of 7,200 students in six elementary schools, two middle schools and one K-8 school.

The ultimate goal of the Westside Union School District is to increase student achievement by providing educational programs that maximize the students' abilities to be academically successful. The district notes that it accomplishes this by ensuring that students have specific standards of academic expectation, are instructed by highly qualified professionals, have access to a variety of learning strategies and standards based materials as well as by retaining teachers in the profession. During the last three years, 96% of the teachers participating in the Westside Union School District BTSA program have remained in teaching and 93% of participating teachers have remained in the district. The district notes that participating teachers bring to the classroom an expectation that all students can learn.

Westside Union School District Beginning Teacher Support and Assessment Induction program utilizes the California Formative Assessment and Support System for Teachers (CFASST).

### **Recommendation**

Commission staff recommends that the Commission approve the following programs of Professional Teacher Induction for the Professional Clear Teaching Credential.

1. El Dorado County Office of Education Beginning Teacher Support and Assessment Induction Program
2. Escondido Union School District Beginning Teacher Support and Assessment Induction Program
3. Modesto City Schools District Beginning Teacher Support and Assessment Induction Program
4. Napa County Office of Education Beginning Teacher Support and Assessment Induction Program
5. Peninsula New Teacher Support and Assessment Induction Program
6. Rialto Unified School District Beginning Teacher Support and Assessment Induction Program
7. Rowland Unified School District Beginning Teacher Support and Assessment Induction Program
8. Westside Union School District Beginning Teacher Support and Assessment Induction Program

